

# IMPACT OF SCHOOL CULTURE ON STUDENT'S ACADEMIC ACHIEVEMENT AT SECONDARY LEVEL

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**ABSTRACT:** *The purpose behind the research problem was to measure the impact of school culture on student's academic achievement at secondary level. School Culture is basically all actions and interactions within the school community. The study indicates that the school culture was independent variable which affects dependent variable the student's academic achievement. The population of the research study was all the school teachers and students academic achievement at the secondary level from District Rawalpindi. The sample of the study was three tehsils from which 60 schools selected at secondary level from District Rawalpindi. Descriptive and inferential statistics were used to analyze the data. The results of the present study indicate that presently a head teacher does not lead a positive school culture but a school culture is more effective on student's academic achievement. This study suggested that a positive relationship between school culture and student's academic achievement with highly significant. School culture also has a stronger impact on student's academic achievement at secondary level.*

**Keywords:** Collegial support, Professional development, School culture, Students academic achievement, School outcomes, Principal beliefs, Teacher quality.

## INTRODUCTION

School culture involves administration, parents, teachers and students. School culture contains their relationship between actions and communication [1]. School culture basically deals the teachers' performance and the school system. School culture describes the principal standards, their beliefs, actions and communication among teachers and school community. These beliefs are fundamental school goals, school objectives, priorities, teaching learning process school outcomes [1].

School culture produces the school outcomes. Outcomes contain many things like student's aptitude, student's attitude, student's personality, a student's performance in school and the district secondary level. In fact, school main function to produce the student achievement.

Another study recommended that school basic purpose to produce student's achievement [2]. The school system must change according to the needs and demands of education at that time. The education system must fulfill the needs of minority. The school must establish their own beliefs and values which fulfill the changes and needs of society and also fulfill the student's psychological individual differences which can replace the government and societal measure for schools and students at risk [3].

A positive school culture has the trust, respect, students' motivation, common vision and democratic culture regarding taking decisions their teaching learning process [4]. A healthy school culture has a continuous staff development and work for student's academic achievement. Fullan argues that a successful leader has the vision that how to unite the intellectual and emotional abilities which leads the positive culture within the organization [5]. The present research is basically observing the impact of school culture on the student's academic achievement. In Pakistani schools, Head teacher, Headmaster or Headmistress term is used instead of principal at government secondary level schools. So the present research paper basically considers the head teachers role in developing culture at government secondary schools from District Rawalpindi.

The present study considered five variables regarding school culture. These variables are teacher quality, professional development, school management, collegial support and student quality. Firstly teacher quality is teacher qualification

specifically their subject, teacher professional qualification and experience. While teacher quality also obtain a teacher role in the school improvement and students' success, their teaching learning strategies, motivation and competency also included under teacher quality.

Secondly, professional development leads the staff development, seminars and trainings according to the new educational trends, improves instructional leadership and practices [6, 7]. Thirdly, school management is basically the school culture which principal and administration creates within the school for teachers.

Fourthly, collegial support represents the teacher's collaboration within the school community and team work to achieve the specific objectives. Fifthly, student quality is relates to the student's performance, commitment and efficiency regarding classroom curricular activities and homework assignments.

Principal leadership also plays very important role in a positive school culture which leads the student's high achievement results. Because the principal is the focal person who leads the organization's success. School principal as a leader has a direct impact on the school environment [8,9,10]. Principal "leadership has a direct impact on school system, school philosophy, teacher efficiency, staff trust and relief, staff protection, teacher guarantee, staff extra work and teacher behavior" [11] impact student performance [9,10,12]. The leader has a significant impact on a student's success and school reputation through their intelligence directly [13,14,15,16]. Some studies concluded that the school principal has a positive impact on the school environment [1, 13,16]. The school principal has the main task to create the school culture efficiently, which leads student's achievements [17, 18, 19].

The student's high achievement is directly related to teacher's hard work, positive attitude, completion of task and stimulate student's motivation towards studies [1,11,20]. A school culture is basically related with such characteristics which leads strength of teacher's. A positive culture has staff stimulation, input force, distribution of goals and emphasizing on studies. A teacher participates energetically in curricular and co-curricular activities which lead to guarantee success [1,21]. But it is difficult to explain the clear definition of school culture [22]. It can be analyzed

“comprising norms and values of the school” these norms develops all the time. It relates with the school goals. The effectiveness of school culture depicts high student’s success. The schools show high students achievement because their teachers are highly committed with their work and to make possible that all students will fulfill the high level of achievement [21]. Teacher daily communication with their students will promote the environment “focused on students learning, creating high motivation and self confidence” [21]. A positive culture between the school staff leads the student’s motivation and high achievement which will be increased school outcomes. An effective culture has clear goals and objectives and each staff member know their duties [23]. In positive school culture teachers are free for taking decision relating teaching learning plan and commitments to fulfill the school goals [4].

According to the review of literature, within non hospitable culture, students’ achievement can be done [24]. The school principal has main role for developing teaching and learning culture in school [25]. School principal works as a changing agent to mold the teaching and learning culture within the school [5]. Another study found that the major influences regarding affecting factors on students’ achievement are school culture [26]. Healthy schools have good visionary leadership and collegial support which leads to a student’s success and high achievement [27,28].

Moreover, it is suggested that the school principal indirectly effect on student achievement through developing a culture within school [29]. School principals affect the school culture that promotes students' success [30]. If principal want to improve their school outcomes of schooling for students and teachers, then the school culture features must be changed [31]. Progression in student’s achievement will occur in school with a positive school culture [32].

#### Statement of the problem

The study was focused on the “Impact of school culture on a student’s academic achievement at secondary level”.

#### Objective of the study

1. To identify the school culture
2. To identify the student’s academic achievement.
3. To investigate the relationship between school culture and student’s academic achievement.
4. To measure the impact of school culture on student’s academic achievement.

#### Hypothesis of the study

H<sub>1</sub>: There is a relationship between school culture and student’s academic achievement at secondary level.

H<sub>2</sub>: There is an impact of school culture on student’s academic achievement at secondary level.

#### Significant of the study

The study was significant because it measures the impact of school culture factors like teacher’s quality, professional development, school management, collegial support and student’s quality on student’s academic achievement at secondary level. This study is not emphasizing on other factors like students ability, students’ feelings, student personality and school standard in the area.

## MATERIALS AND METHODS

### Population

The population of the study was all the school teachers and students academic achievement of government secondary schools from District Rawalpindi.

### Delimitation

1. The research was delimited government secondary level only.
2. Only consider students academic achievement.
3. Year 2014-2015.

### Sample

District Rawalpindi has total seven tehsils but the research was delimited only three tehsils due to time constrains. The sample of the study was total 60 schools, per tehsils 20 schools were randomly selected. Further Four school teachers were randomly selected from each school to measure the school culture. The student’s academic achievement total results percentage % was also taken from 60 schools at SSC level.

### Instruments

The instrument school culture survey for teachers was utilized to identify the school culture. The likert type instrument was based on a five point rating scale with 28 statements. This instrument based on five variables teacher quality, professional development, school management, collegial support and student’s quality. Student’s academic achievement final results were taken in percentage % at SSC level.

### Data Collection

Data was collected from selected school teachers after taking the permission from the Rawalpindi Directorate of Education.

### Data Analysis

Descriptive and inferential statics were used for data analysis. Mean and standard deviation was used to identify the school culture and students’ academic achievement.

The correlation was used to measure the relationship between school culture and student’s academic achievement. The value of correlation exists between -1.0, +1.0 which shows both positive and negative relationship within variables. When value of (r) equal to zero it will be show that no relationship exist between variables. Regression analysis was applied to analyzed the impact size of school culture on students academic achievement according to Cohen (1998,1992) criteria  $r = .10$  (small effect),  $r = .30$  (medium effect),  $r = .50$  (large effect).

## RESULTS AND DISCUSSION

The results from the data analysis and their tabulations are given below.

**Table 1: Mean and Standard deviation of School Culture**

School Culture Survey	Mean	Standard Deviation
1. Teacher quality	3.6179	0.53731
2. Professional development	3.6812	0.55969
3. School management	3.6375	0.42824
4. Collegial support	3.6449	0.43151
5. Student quality	3.6546	0.43076

For the purpose of identification of school culture the mean and standard deviation was taken from all variables. Table 1 represents all variables have a lower standard deviation which is equal to zero because all responses were exactly the mean value. SD describes the relation to mean and mean related with average value.

**Table 2: Mean and Standard Deviation of School**

School outcomes	Outcomes	
	Mean	SD
	81.1000	17.64603

For the purpose of identification of student’s academic achievement, all students academic achievement final results percentage % were collected at SSC level then taken their mean score and also standard deviation.

Table 2 represents that each school student’s academic achievement is highly deviated from the mean score.

**Table 3: Relationship between School Culture and Students Academic Achievement**

School Culture	Pearson Correlation (R)	Sig
1.Teacher quality	.544	.000
2.Professional development	.554	.000
3.School management	.580	.000
4.Collegial support	.655	.000
5.Student quality	.651	.000

Table 3 represents all school culture variables. Teacher quality  $r = .544$ ,  $p < .05$ , positive correlation between variables with highly significant  $p$  value. Professional development  $r = .554$ ,  $p < .05$ , show a positive and significant relationship. School management  $r = .580$ ,  $p < .05$ , show that school management has positive relationship with students academic achievement with highly significant  $p$  value. Collegial support  $r = .655$ ,  $p < .05$ , show a positive relationship with highly significant  $p$  value. Students quality  $r = .651$ ,  $p < .05$ , show a positive relationship with highly significant  $p$  value.

**Table 4: Impact of School Culture on Students Academic Achievement**

Model	R	R square
Impact of school culture on students academic achievement	.661	.437

To measure the impact of school culture on student’s academic achievement the regression analysis was used.

Table 4 represents that  $R = .661$  which shows a larger impact of school culture on students academic achievement (according to Cohen criteria .50 a large effect size). The  $R^2$  is .437 that represents 43.7% variance in student’s academic achievement due to the impact of school culture.

**Table 5: Coefficients of Impact of School Culture on Student’s Academic Achievement**

Model	t	Sig
<b>Included Variables</b>		
1.Teacher quality	1.171	.243
2. School management	.819	.415
3.Student quality	2.145	.035
<b>Excluded Variables</b>		
4.Professional development	.306	.761
5.Collegial support	-.306	.761

Table 5 is representing coefficients of school culture on student’s academic achievement. The  $t$  value of Teacher quality ( $t = 1.171$ ,  $p > .05$ ), School management ( $t = .819$ ,  $p > .05$ ), Student quality ( $t = 2.145$ ,  $p < .05$ ), Professional

development ( $t = .306$ ,  $p > .05$ ), Collegial support ( $t = -.306$ ,  $p > .05$ ).

**DISCUSSION**

Results predict that presently school culture is not effective on student’s academic achievement. Actually school Heads and management does not lead a positive school culture.

The academic achievement of students has a higher standard deviation that predicts its effectiveness. So it shows that school culture has a higher effect on student’s academic achievement.

Correlation predicts that teacher quality, professional development, school management, collegial support and student quality have a positive relationship with student’s academic achievement. These all variables have highly significant level. Positive relationship shows when teacher quality, professional development, school management, collegial support and student quality will be increases then student’s academic achievement also increase.

A model summary result shows a larger impact of school culture on student’s academic achievement. The included variable teacher quality, school management and student quality have a positive impact on student’s academic achievement while professional development and collegial support have negative impact on student’s academic achievement.

Previous studies support the present study results like the major influences regarding affecting factors on students achievement is school culture [25]. Healthy schools have good visionary leadership and collegial support which leads to student’s success and high achievement [27,28]. Progression in student’s achievement will occur in school with a positive school culture [32]. So the above discussion concluded that school culture have a positive relationship with students academic achievement with highly significant. School culture also has a larger impact on students’ academic achievement.

**CONCLUSIONS**

The study concluded that there is a positive relationship between school culture and student’s academic achievement. The study also shows stronger large impact of school culture on student’s academic achievement so both hypotheses are accepted.

**RECOMMENDATIONS**

1. Principal and management may develop positive culture within school through trust, respect, student motivation, common vision and democratic culture within school regarding teaching learning decisions.
2. The student’s academic achievement may increase when teachers of school will show hard work, good performance, completion of their task and creating greater efficiency regarding student’s stimulation and achievement.
3. School principal may know leadership strategies about changing culture environment.
4. Teacher may teach students according to their individual differences for better outcomes.

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